



Harmony Magnet Academy

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Jeff Brown, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Harmony Magnet Academy

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District Governing Board

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**Assistant Superintendent-
Instructional Services**

School Description

It is my pleasure to welcome you to the 2018-2019 school year.

During this summer break, your faculty and staff are preparing diligently. The faculty continues to develop engaging and meaningful projects and performance tasks. In 2017-18, HMA students shined placing in the Southern California Gas Challenge and taking 1st place in the Project Lead the Way Challenge; Internect building competition. Students also excelled at the Regional MESA competition. Harmony was also recognized in Washington D.C. with 10 other schools nationwide for exemplar technical programs. HMA will also be recognized by the United States Department of Education as a National Blue Ribbon school in 2017-18 and The National Academy Foundation once again recognized both the performing arts and engineering pathways as "Distinguished Academies." I know we will rise to the same level of accomplishment this coming school year. The incoming 9th grade class of over 150 students will begin their journey at Harmony with the expectation of continued academic excellence "college and career ready." We are also excited that our students will benefit from a well-rounded experience, which includes a strong activities program. Whether it is clubs, ASB, Link Crew, or sports at Strathmore High School, we are confident students will find many opportunities to connect to HMA. You may now also access additional information through the Harmony Website (<https://harmony.portervilleschools.org/>).

Your faculty and staff at Harmony Magnet Academy are dedicated educators committed to your student's success. They continue to attend rigorous staff development workshops, which are designed to increase their technical skills and teaching abilities. The Linked Learning model of instruction includes the implementation of integrated projects and a systematic hands-on approach connecting students to the curriculum in a meaningful way. This also is the method that will allow us to implement California State curriculum at a much higher level. History has confirmed that HMA is maintaining fidelity to the model by producing college and career qualified students' year in and year out. Of the 132 students in the 2018 graduating class, 70 will be attending 4-year college, 52 a 2-year college, and 10 technical or military programs. This graduating class received nearly \$1 million in scholarship funding.

Harmony Magnet Academy's success is a result of our campus community working together with parents, advisory boards, and business partners ensuring our students have every opportunity to succeed. We must take the time to celebrate our accomplishments, but we must also understand that it is through hard work and continued commitment that we will achieve consistent success. Additionally, I would also encourage you to become involved by joining the parent Harmony Magnet Academy Foundation, which will be engaged in fundraising activities throughout the year in support of student programs. Parents may also enroll in the Parent Institute for Quality Education (PIQE) program this fall gaining a deeper understanding regarding student options for college and career. The PIQE program is tentatively set to begin on September 4, 2018.

Please feel free to contact any member of the staff if you have any questions or concerns.

Best Regards,

Jeff Brown

HMA Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	139
Grade 10	136
Grade 11	120
Grade 12	134
Total Enrollment	529

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	3.8
Filipino	1.5
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	0.6
White	23.6
Socioeconomically Disadvantaged	59.7
English Learners	4.2
Students with Disabilities	1.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Harmony Magnet Academy	16-17	17-18	18-19
With Full Credential	24	24	26
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0
Harmony Magnet Academy	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Harmony Magnet Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2018, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Globe Book Company Adopted 1999</p> <p>MacMillan/McGraw Hill Adopted 1999</p> <p>Glencoe/McGraw Hill Adopted 2000</p> <p>McDougal Littell Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>CPM Educational Adopted 1999</p> <p>Brooks/Cole Adopted 2001</p> <p>Addison-Wesley Adopted 2003</p> <p>McDougal Littell Adopted 2006</p> <p>Big Ideas adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Thomson Learning Adopted 2002</p> <p>Glencoe Adopted 2004</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice Hall Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe Adopted 1999 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 McDougal Littell Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Holt 2008-Spanish McDougal Littell 2007-French The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Health and Wellness - Everyday Learning 1998 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Adobe Flash / Illustrator-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Harmony Magnet Academy was originally constructed in 2008 and is currently comprised of 23 classrooms, a multipurpose room/cafeteria, library, staff lounge, and three computer labs. The chart displays the results of the most recent school facilities inspection, provided by the district in June of 2018.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods.

Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 95% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Student Services- stained ceiling tiles Building 200 Girls Restroom- broken tile Boys Restroom- missing tile, Drama Stage-loose carpet Rm. 101, 209- carpet pulling up Rm. 104- damaged counter top Rm. 201-hole in wall Rm. 201, 210, 216 -torn wallpaper Rm. 204, 208 cabinet doors missing Rm. 204- wrinkled carpet Rm. 206- missing light cover Rm. 217- torn carpet MPR- wall paper peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Rm. 206, 210, 211, 216, 218, 101, 302, Building 100 boys restroom, Library- lights out Building 100 Girls Restroom- missing outlet covers Drama Stage- light fixture mount loose Rm. 215- missing electrical cover MPR- lights need repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Building 100 Girls bathroom- cracked toilet seat
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	90.0	90.0	39.0	44.0	48.0	50.0
Math	57.0	54.0	23.0	27.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100.00	90.27
Male	64	64	100.00	92.19
Female	49	49	100.00	87.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	82	100.00	87.80
White	20	20	100.00	100.00
Socioeconomically Disadvantaged	69	69	100.00	86.96
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100	53.98
Male	64	64	100	64.06
Female	49	49	100	40.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	82	100	45.12
White	20	20	100	80
Socioeconomically Disadvantaged	69	69	100	44.93
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The HMA Parent Foundation (harmonymagnetacademyfoundation.com/) and the Booster Club play an active role in the community and at each school site through fundraising and special activities.

Parents and guardians are always welcome on campus and can support their student's learning by:

- 1) Monitoring school attendance
- 2) Checking classroom grades and assignment completion weekly through Aeries.net (see the HMA guidance secretary for access)
- 3) Participating in extra-curricular activities
- 4) Monitoring and regulating television viewing and other electronic distractions
- 5) Planning and participating in activities at home that are supportive of classroom activities
- 6) Volunteering at school
- 7) Participating in decision-making processes by attending Parent Foundation meetings

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 568-0347. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Parents may also enroll in the Parent Institute for Quality Education (PIQE) program this fall gaining a deeper understanding regarding student options for college and career. These workshops are offered at no cost to parents or guardians. Please contact the HMA front office for the next PIQE offering, (559) 568-0347.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Harmony Magnet Academy. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors/volunteers must sign in at the principal's office and receive proper authorization to be on campus. Visitors/volunteers are asked by the staff to display their pass at all times. All volunteers are fingerprinted and cleared through the Department of Justice.

The School Site Safety Plan was most recently revised Fall 2018. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire and other emergency drills are held once a quarter, earthquake drills are held once a year, and secure campus drills are conducted once each semester.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.0	2.9	3.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	251

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	19.0	27.0	4	16	2	15	11	16			1
Mathematics	22.0	21.0	22.0	8	16	14	15	10	10			
Science	26.0	27.0	26.0	7	6	5	12	12	15		2	
Social Science	29.0	27.0	29.0	1	2	2	7	7	6	3	2	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Recently this year 2017-18, Porterville Unified School District is involved in an extensive professional development program utilizing early release days every Wednesday with core and CTE teachers to work on cross curricular common core projects. Teachers also have participated in career pathway meetings emphasizing the development of performance tasks and rubrics for common assessment. PUSD and site administration is utilizing a cohesive classroom walk-thru program to give positive feedback to teachers in order to improve instructional practices and promote student learning at a deeper level.

For additional support in their profession, new teachers must complete the Teacher Induction Program and meet regularly with a mentor teacher. All teachers have access to many professional development opportunities through various resources including the County Office of Education and instructional coaches in English and math.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Harmony Magnet Academy receives Charter School funding which provides for our academy structure. The Harmony Magnet Academy Parent Foundation provides additional support through additional college and career counselor

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,815	\$520	\$7,295	\$74,502
District	◆	◆	\$6,336	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			15.1	5.9
Percent Difference: School Site/ State			55.5	7.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Harmony Magnet Academy	2014-15	2015-16	2016-17
Dropout Rate	1.0	0.0	0.0
Graduation Rate	99.0	100.0	100.0
Harmony Magnet Academy	2014-15	2015-16	2016-17
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	502
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	95%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	92.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	◆
English	2	◆
Fine and Performing Arts	0	◆
Foreign Language	3	◆
Mathematics	1	◆
Science	2	◆
Social Science	2	◆
All courses	10	23.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.4	89.2	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	0.0	80.5	82.8
Asian	100.0	91.7	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.5	89.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	100.0	86.8	92.1
Two or More Races	0.0	87.5	91.2
Socioeconomically Disadvantaged	95.8	88.0	88.6
English Learners	0.0	63.8	56.7
Students with Disabilities	100.0	77.9	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

In the 9th and 10th grade year, students are scheduled classes based on whether they are enrolled in the engineering or performing arts pathway. Each pathway has its own cohort for grade level CTE, math, science, social science, and English classes. This allows for the integration of the academic and technical core subjects. As part of the Linked Learning system, teachers are provided common planning time. The opportunity for faculty to meet as a pathway produces rigorous integrated projects. Teachers at the beginning of the school year calendar their projects and map out lessons to support integration of projects and student centered instruction. Student summative assessment in CTE is conducted at the end of the year through end-of-course exams from Project Lead the Way and the National Academy Foundation.

Harmony students participate in a four year college and career work-based learning experience. The work-based learning continuum is implemented through the core curriculum. English teachers assist in resume design, personal statements, and mock interviews in coordination with business partners and advisory board members. All students at HMA utilize the college and career online platform, Naviance. This program is articulated between English and CTE courses to have students explore career and college choices and scholarship opportunities. All 9th grade students participate in Porterville Unified School District (PUSD) Pathway's Freshmen Ignite to introduce them to their academic and professional goals for the next four years. All 10th grade students participate in the PUSD mentor conference where business partners and advisory board members come together in a workshop format to instruct students in 21st Century employment skills. Students also produce a resume for the conference. All 11th grade students produce a personal statement and narrow college options. They also participate in mock interviews and apply for internships throughout the year. The majority of juniors participate in an internship in the summer prior to their senior year. It is a collaborative effort between CTE teachers, the PUSD Pathways work-based learning coordinator, counselors, site pathway assistant, and our community partners to provide student internships. The goal for internships is that 100% of students participate.

The advisory boards for Academy of Engineering and the Academy of Performing Arts meet monthly and have high attendance records. The membership consists of local business partners, mentors, parents, PUSD and Harmony Magnet Academy personnel. The advisory board functions independently from the school and serves a supporting role. The advisory board provides an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and career. Within each board, members serve on a Marketing/Recruitment, Work-Based Learning, Data, or Curriculum and Instruction committee with allows for distributive leadership and continued sustainability. This structure inherently produces an increased level of collaboration which helps students meet the demands of a dynamic 21st century job market.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.